

Assessment Activity Reporting: Teaching & Learning Center (TLC) Pre-Understanding and Post-Understanding Ratings

Department? Teaching & Learning Center

Contact Person? Danielle Petersen, TLC Manager; Justin Sinicki, Student Development Specialist

Dates or academic year(s) involved?

Fall 2020-Fall 2022

Is there a name or title used to identify this assessment activity?

Pre-Session Understanding Rating (Pre-Understanding Rating) and Post-Session Understanding Rating (Post-Understanding Rating)

What was the goal of the assessment? And/or what was the problem to be improved?

Pre-Understanding and Post-Understanding Ratings are direct measures of learning that are important for academic support centers to capture as they demonstrate what individual students have learned during their tutoring session. The goal is for students to show growth in learning during any kind of tutoring session focused on course-related content.

This particular Assessment Reporting Activity focuses on Student Learning Outcome (SLO) 1.1:

- *SLO 1.1: Student will be able to identify and apply appropriate content-specific and learning/study strategies for learning the course material.*

What data or information was collected to help inform the goal/improvement?

Two rubrics **directly** measure student learning in the Teaching & Learning Center. The “Pre-Session Understanding Rating” rubric was designed to capture how well a student demonstrates content-area knowledge at the beginning of a tutoring session. The “Post-Session Understanding Rating” then captures how well a student demonstrates content-area knowledge/skills after the tutor helps a student. Based on the rubrics below (*Table 1.1* and *1.2*), Learning Consultants are able to show whether or not a student was able to identify and apply appropriate content-specific strategies for learning course material. Using SPSS, the data is also condensed into a table which compares the two ratings and distinguishes what percent of students showed growth in learning (*Table 2.1* and *2.3*).

Table 1.1 Pre-Session Understanding Rating

Criteria (Performance Attribute)	1 Not Yet Meeting	2 Emerging	3 Developing	4 Meeting
Demonstrates content-area knowledge ² at the beginning of the tutoring session.	<p>Student: Initially unable to demonstrate knowledge, skills, or steps to successfully master course topic, outcome, or task.</p> <p>Tutor: Provides overview of concept/content/skill as well as direct explicit step-by-step instructions.</p>	<p>Student: Initially demonstrates a very vague or superficial understanding of concept/content/skill, but struggles to independently and successfully fulfill the skills or steps to master course topic, outcome, or task.</p> <p>Tutor: Provides sizeable amount of structured guidance (i.e. repeats steps, reviews text, etc.)</p>	<p>Student: Initially demonstrates general understanding of concept/content/skill and is somewhat, but not fully able to independently and successfully fulfill the skills or steps to master course topic, outcome, or task.</p> <p>Tutor: Provides moderate amount of structured guidance (i.e. small reminders, question starters, or prompts, etc.)</p>	<p>Student: Initially demonstrates understanding of concept/content/skill to independently and successfully fulfill the skills or steps to master course topic, outcome, or task. Student may work slowly, unevenly, or with some hesitation, but is able to complete the process.</p> <p>Tutor: Provides minimal to no guidance and is more supportive and reassuring than instructional.</p>

Post-Session Understanding Rating

Criteria (Performance Attribute)	1 Not Yet Meeting	2 Emerging	3 Developing	4 Meeting	5 Exceeding
Demonstrates content-area knowledge/skills after the tutor helps the student.	<p>Student: Still unable to demonstrate knowledge, skills, or steps to successfully master course topic, outcome, or task.</p> <p>Tutor: Still needs to provide overview of concept/content/skill as well as direct explicit step-by-step instructions.</p>	<p>Student: Demonstrates a very vague or superficial understanding of concept/content/skill, but struggles to independently and successfully fulfill the skills or steps to master course topic, outcome, or task.</p> <p>Tutor: Still needs to provide sizeable amount of structured guidance (i.e. repeats steps, reviews text, etc.)</p>	<p>Student: Demonstrates general understanding of concept/content/skill and is somewhat, but not fully able to independently and successfully fulfill the skills or steps to master course topic, outcome, or task.</p> <p>Tutor: Still needs to provide moderate amount of structured guidance (i.e. small reminders, question starters, or prompts, etc.).</p>	<p>Student: Demonstrates understanding of concept/content/skill to independently and successfully fulfill the skills or steps to master course topic, outcome, or task. Student may work slowly, unevenly, or with some hesitation, but is able to complete the process.</p> <p>Tutor: Still provides minimal to no guidance and is more supportive and reassuring than instructional, but feels the student is not quite exceeding.</p>	<p>Student: Easily demonstrates mastery of concept/content/skill to independently and successfully master course topic, outcome, or task. Student solves problem confidently and is able to “teach” problem to someone else.</p> <p>Tutor: Believes no additional guidance or support is necessary at this time.</p>

Table 2.1

Fall 2022 Pre-Understanding to Post-Understanding Ratings								
			Post-Understanding Rating					Total
			Not Yet Meeting	Emerging	Developing	Meeting	Exceeding	
Pre-Understanding Rating	Not Yet Meeting	Count	2	22	18	0	1	43
		%	4.7%	51.2%	41.9%	0.0%	2.3%	100.0%
	95.3% of students who visited with a pre-understanding rating of “Not Yet Meeting” showed growth in learning.							
	Emerging	Count	0	9	97	50	0	156
		%	0.0%	5.8%	62.2%	32.1%	0.0%	100.0%
	94.2% of students who visited with a pre-understanding rating of “Emerging” showed growth in learning.							
	Developing	Count	0	0	41	235	46	322
		%	0.0%	0.0%	12.7%	73.0%	14.3%	100.0%
	87.3% of students who visited with a pre-understanding rating of “Developing” showed growth in learning.							
	Meeting	Count	0	0	0	41	61	102
%		0.0%	0.0%	0.0%	40.2%	59.8%	100.0%	
59.8% of students who visited with a pre-understanding rating of “Meeting” showed mastery of the course content by the end of the session.								
Total		Count	2	31	156	326	108	623

	%	0.3%	5.0%	25.0%	52.3%	17.3%	100.0%
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Table 2.2

Winter 2022 Pre-Understanding to Post-Understanding Ratings								
			Post-Understanding Rating					
			Not Yet Meeting	Emerging	Developing	Meeting	Exceeding	Total
Pre-Understanding Rating	Not Yet Meeting	Count	4	12	21	2	0	39
		%	10.3%	30.8%	53.8%	5.1%	0.0%	100.0%
	89.7% of students who visited with a pre-understanding rating of “Not Yet Meeting” showed growth in learning.							
	Emerging	Count	1	18	126	33	0	178
		%	0.6%	10.1%	70.8%	18.5%	0.0%	100.0%
	89.3% of students who visited with a pre-understanding rating of “Emerging” showed growth in learning.							
	Developing	Count	0	0	43	259	24	326
		%	0.0%	0.0%	13.2%	79.4%	7.4%	100.0%
	86.8% of students who visited with a pre-understanding rating of “Developing” showed growth in learning.							
	Meeting	Count	0	0	0	32	30	62
%		0.0%	0.0%	0.0%	51.6%	48.4%	100.0%	
48.4% of students who visited with a pre-understanding rating of “Meeting” showed mastery of the course content by the end of the session.								
Total		Count	5	30	190	326	54	605
		%	0.8%	5.0%	31.4%	53.9%	8.9%	100.0%

Table 2.1 and Table 2.2 are read from left to right. A student receives a pre-understanding rating at the beginning of their session and a post-understanding rating at the end of their session (students are not aware of ratings used to assess them). The pre-understanding rating is then compared to the post-understanding rating. The “Count” distinguishes how many student students received a post-understanding rating based on the pre-understanding rating given. For example, in Table 2.2 21 students were given a pre-understanding rating of “Not Yet Meeting” and finished the session with a post-understanding rating of “Developing.” Put differently, 53.8% of students who received a “Not Yet Meeting” rating left the session with a “Developing” rating. Underneath each pre- and post-understanding rating is a row showing what percent of students, overall, showed some kind of growth in learning based on their pre-understanding rating.

What actions were taken as a result? How did your department make improvements?

Through ongoing professional development and training assigned in mid and year-end appraisals/evaluations, learning consultants are always tasked with continual improvement in the content-area tutoring they offer and are expected to utilize best practices for working with students during a tutoring session.

Is there any following data or information to support how successful the goal(s)/improvements were? If so, what?

Academic Year (AY) 20/21 was the first time implementing the pre- and post-understanding ratings. The average percent of growth in learning when combining the fall and winter semesters was 70.75%. For AY 21/22, that average percent was 81.35%. The data supports that SLO 1.1 was met and that a greater percent of students from AY 21/22 achieved growth in learning compared to AY 20/21.

Are there any next steps planned as a result? Will this be reviewed again to determine longer-term continued improvement?

Every content-focused tutoring session includes a pre- and post-understanding rating that is logged in TracCloud (the TLC's data management system) as part of the Learning Consultants visit notes. Training on the rubrics happen periodically in staff meetings to ensure Learning Consultants are accurately reporting the ratings in TracCloud. A year-end academic report is regularly completed during the spring/summer time which aids our understanding of long-term continued improvement. In the future, there are plans to create pre- and post-understanding ratings for academic coaching consultations.

What Institutional Student Learning Outcome does this assessment most closely align with?

- Develop knowledge and skills
- Think critically
- Communicate effectively
- Act responsibly